

School Activities



ACTIVITY TICKET

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HIGH SCHOOL NEWS

YEARBOOK



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School Activities

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As the Editor Sees It



Soon be time again for spring and summer council, leadership, and other student conferences and workshops, and time again to stress that the innumerable and intelligent efforts used in planning these fine events should be matched by innumerable and intelligent efforts on the part of those who attend them to capitalize their opportunities fully.

Sorry, but it's true—only very, very rarely does a delegate ever make any reasonable preparation; he (or she) “just goes.” And, still sorry to relate, this is only slightly less true with officers of the local organization.

Two personal and pertinent questions:

1. Wouldn't the event be much more profitable IF those attending were to go for specific purposes, with definite problems, difficulties, weaknesses or lacks in mind on which or about which the ideas and experiences of other delegates could be obtained? There is but one answer to this question.

2. Whose fault is it if no such preparation is made? Only one answer again—the sponsor's.

This idea cannot be overemphasized. These events are undoubtedly worth while to all attendants. But this is not enough—they should be **IMMENSELY** worth while—in terms of the local back-home setting—and they can be so **ONLY** if suitable preparation is made for them beforehand.

A relative newcomer (in most schools) to the field of interscholastic athletics is the matter of insurance. (Indeed, in some schools it has already been broadened to include about all other types of school activities, too.) A good insurance plan is a very logical and essential part of a modern program of athletics.

“Schoolboard Bans Sideburns” ran a recent newspaper headline over the story of a restriction on sloppy attire and grooming among high school students, both boys and girls.

Should the student council take the lead in discouraging such foolish fads? It all depends upon the local situation.

Many a student council has successfully developed and promoted a school-adopted and supported dress-and-grooming code. Such a code is as logical as a courtesy code (really a part of

a courtesy code because the sloppy student is discourteous in that he (she) violates good tastes and offends other students), citizenship, good sportsmanship, and other codes of student behavior.

However, if the matter gets out of hand and into the realm of school discipline it should be handled promptly by the authorized school officials, not by the student council. And the board's handling way of it will be supported by any community and any court.

True, sometimes there are self-appointed “martyrs” (even backed up by just-as-stupid parents) who contend that such matters are personal and not the business of the school authorities. Of course, such “martyrs” and parents only make themselves still more ridiculous.

In short, the school, either through its student council or board of education, or both, can and should set and enforce, if necessary, reasonable standards of dress and grooming.

So far, thank goodness, the adult “Opinion Poll” has not been imitated in school. Such a “survey” is often organized and promoted for propaganda or advertising purposes, and generally for the basis of a magazine article.

A survey based upon the incompetent opinions of the butcher, the baker, and the candlestick maker prove nothing, admit of no justifiable conclusions, and offer no solutions. Hence, they are a waste of time and space.

Let's see that they don't get into our schools.

A school-wide survey of summer plans of students and teachers represents an excellent project because out of it can come voluminous, interesting, and appropriate material for next year's assembly, club, P.T.A., luncheon club, and other school and community programs, newspaper stories, bulletin board and other exhibits, etc. A special “Summer Plans” committee of the student council could handle this possibility very satisfactorily—and most profitably.

And our perennial reminder to those schools which have not as yet recognized the importance of dignity and the necessity for permanency—**PRINTED** programs for the baccalaureate and graduation services.

Extracurricular activities are essentially an integral part of any school curriculum—merit and demand excellent experienced guidance and supervision.

The Director of Activities, An Emerging Position?

SOON AFTER ARRIVING ON A NEW JOB, the principal of the high school in a certain Midwestern city found that the secret societies had a strangle hold on the student activities in his school. That was not a situation peculiar to that city at that time.

The secret societies in his school published rival newspapers, controlled the athletic association, decided who should play football, ran the parties, plays, and social events, collected much money, and paid few bills. The school faculty and principal, at that time, had a minimum of control over the activities program.¹

In an effort to substitute good for evil, the new principal took personal direction of many phases of the activities program. He reorganized the athletic association. He personally led cheers in assembly during a pep rally. He organized and led a small band on the football field, even playing the piccolo while they marched.

He established an all-school newspaper instead of two rival fraternity papers. He saw that all bills were paid, and that there was money in the athletic treasury at the end of the year. Later the student council declared any member of a secret society ineligible to hold any school office

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and to represent the school in any contest.

Davis became principal of Grand Rapids High School in 1907.

It is rare today that school principals, in large schools at least, must assume personal direction of so many student activities. Still, the principal remains the responsible leader of his school. He may delegate immediate supervision of all, or of parts, of the program of activities, but he is still responsible for the whole program that is under the direction of the school.

It is quite reasonable, however, for a principal to assume personal supervision over the whole activities program if the school enrollment is small; if there is some unusual problem regarding the program, as noted above; if the activities are few in number; if the supervision of these activities will not become too time-consuming; or if the details for which the principal would be responsible would not detract from his other major duties. Most large schools do not fit into any of the categories described above.

In most schools principals delegate responsibility for supervising a specific activity to the individual sponsor of that activity. Theoretically, each adviser may seek help from the principal to carry out his activity assignment, just as he asks for help in disciplining pupils or in planning lessons. Or, at monthly faculty meetings, the teacher-sponsor may raise activity problems for general consideration.

Occasionally, the adviser may seek from the principal, privately in his office, help on problems of immediate interest. However, supervision of the activities program by the principal "when needed," "on call," or by means of general meetings, often leaves many problems of the individual sponsor unsolved. Actually, such supervision of activities tends to be inactive, or almost nonexistent.

In one school a teacher said it worked this way:

Our Cover

The upper picture shows the reigning royalty of the DuQuoin Township High School, DuQuoin, Illinois, annual Prom. The theme of the Prom was "Lost in the Stars." The coronation ceremonies were held late in the evening following dancing. The King and Queen, seniors, and attendants were chosen by secret ballot. All classes were represented in the royal family. Townspeople were admitted as spectators at the beginning of the ceremonies. Decorations and appointments were elaborate. See article on page 261.

The lower picture was contributed by Parkview High School, Springfield, Missouri. It shows a part of the cast of "Thanksgiving Flight," an original drama by a student, a junior, Mimi Minnick. It was presented on "Television Classroom" by Parkview High School dramatics students under the direction of Helen Johnson. The Springfield schools promote an excellent series of TV programs. Some of the activities have been presented in previous issues of SCHOOL ACTIVITIES magazine, in articles, as well as cover pictures.

After the activity has been inaugurated with a suitable sponsor, the principal does not come into contact with the activity unless a serious problem arises, or unless the principal must personally approve a certain project which the group undertakes. A review of aims, functions, and successes is only infrequently conducted.

A principal who exerts his professional leadership for improvement of the school will encourage cooperative planning and evaluation of the activities program, as he does all other phases of the educational program. He will emphasize the professional growth and stimulation of his teachers, rather than mere inspection and conformity. Although he may still visit many activities and confer with individual sponsors, he will stress in-service education of his staff and cooperative group development. These functions he cannot well delegate to others.

On the other hand, many principals have found it necessary to delegate responsibility for the immediate supervision of details concerning the activities program to a subordinate such as an assistant principal or a director of activities. Assuming that the director's time will not be crowded by general responsibility for school discipline, guidance, or attendance, he might well take over supervision of the activities program within the limits prescribed by his superiors.

Regardless of the title used—vice principal or director of activities—some one person should have immediate supervision over the entire program. "In a school enrolling 500–1,000 pupils, the director or coordinator may well devote half-time to his duties; schools enrolling more than 1,000 pupils may need full-time coordination of activities."² In some instances, the director is aided by an advisory committee of teachers.

Decades ago, it was recommended that one of the principal's administrative assistants be designated to see that pupils develop interests and ability to use their leisure time wisely.³ In 1932, Reavis and Van Dyke found that in 16.9 per cent of the schools surveyed the director of activities was wholly (in 1.3 per cent of the schools) or partly responsible for the regulation of nonathletic activities.⁴

Recently a survey disclosed that a number of high schools in New Jersey today have a person who performs the role of director of activities; eleven receive extra pay for the work.⁵ Many times the duties of the student council sponsor appear to have been expanded to include many aspects of the activities program.

In order to aid such persons interested in the responsibilities of directors of activities, Rut-

gers, The State University, arranged at its 1957 sponsors' workshop a special discussion group for activities directors.⁶ In New York City, a few years ago, a proposal was made to establish in each high school the position of Administrative Assistant in charge of student activities, including the General Organization (student council).

"On November 19, 1957, twenty-six student council advisers met at El Monte High School, El Monte, California, to organize the California Activity Directors' Association."⁷ Slowly, the position of director of activities may be emerging in secondary schools.

Although Fretwell noted early the importance of having someone—the principal or his delegate—provide "guidance and cooperative, constructive leadership" for the whole activities program,⁸ it seems that, until recently, only a few publications have devoted some space to the responsibilities of directors of activities.

Ellsworth Tompkins described the work of two directors of activities in New Jersey high schools.⁹ McKown discussed, in general terms, some of the duties and qualifications of directors.¹⁰ Johnston and Faunce suggested an administrative organization for the program of activities.¹¹

Based on a survey of ten directors, Gruber and Beatty listed thirty-five duties which, in a large school, would require the director to devote full time to this work.¹² Miller, Moyer, and Patrick devoted a considerable number of pages to the organization and administration of the cocurricular program, including organizational patterns and responsibilities of principals and directors for cocurricular activities.¹³

In addition, two directors of activities have written of their responsibilities. Martha Gray¹⁴ of Evanston Township High School, Evanston, Illinois, described the director as planner, coordinator, and leader. Lewis R. Crum¹⁵ of Wichita High School West, Wichita, Kansas, (at the time) emphasized the structure and control of the program.

Duties such as the ones listed below are often assigned to the single person who attempts to coordinate the student activities in his school. Whether or not one member of the faculty or administration is assigned these responsibilities, they remain to be carried out. It seems wise for the principal to delegate them, in a large school especially, to a director of activities. He might:

1. Supervise all policies, regulations, and

procedures as they relate to the whole program of activities, including athletics.

2. Head the faculty committee on student activities which recommends all policy on activities to the faculty and administration.

3. Represent the principal in all matters that relate to the activities program within the school, including appointment and supervision of activity sponsors and discouragement, or disapproval, of activities which are regarded as detrimental to the school.

4. Represent the school outside its walls in an attempt to coordinate youth activities in the area served by the school-community recreation department, religious and other groups (YMCA, YWCA, YMHA, CYO).

5. Publicize appropriately and systematically all parts of the pupil-activity program, not just the popular activities.

6. Schedule principal school events through the year with due regard for the (a) demands on time of students and faculty to take part satisfactorily in each affair; and (b) availability of appropriate physical facilities (building, grounds, equipment) for the conduct of the activity.

7. Supervise financial policies and records of activity groups with the help of the faculty treasurer and/or secretary of the board of education.

8. Administer eligibility rules as they relate to the several activities, including interscholastic athletics.

9. Encourage and limit participation of individual students in the program of activities, possibly through use of an activity point system.

10. Maintain records of participation of individual students in activities largely with the purposes of (a) recording fluctuation of interest; and (b) recommending students for awards and honors.

11. Orient new students with regard to the existing activities program and the possibility of organizing new activities as new interests emerge.

12. Promote and develop the activities program among new as well as older members of the teaching staff.

13. Supervise the club program — initiate clubs, schedule them, appoint sponsors, attend club meetings, confer with students and faculty on programs and problems, eliminate the less desirable groups, maintain a well-balanced program.

14. Advise the student council with the help

of at least one other sponsor. Many times clubs are chartered through the student council.

15. Supervise home room organizations, arranging for group-guidance programs cooperatively with the director of pupil personnel.

16. Approve the whole social calendar and personally arrange some of the all-school affairs.

17. Plan assembly programs for the whole school year with the help of a committee of teachers and students.

18. Supervise all school publications with the help of the advisers of each individual publication.

19. Supervise transportation of activity groups to participate in events off the school campus.

20. Advise all personnel of publications, equipment, and other information in fields that might be of interest to them, as a part of the in-service education of teacher sponsors.

21. Maintain and recognize high standards of school citizenship in all activities.

22. Congratulate groups on achievements and record and report to appropriate authorities the outstanding work performed by activity groups of the school.

23. Initiate procedures for evaluation of all activities with a view to noting successes and making improvements while the activity is in process, as well as making changes for the next time the event or activity is held.

In cases where student activities (concerts, publications, games, trips, etc.) are conducted by regularly-scheduled classes for which graduation credit is awarded, the director of activities needs to work closely with the appropriate subject matter supervisor in order to encourage a blending of the program of activities with the program of studies into a unified educational program. Many activities grow out of formal classes. Some activities return to enrich these classes. The director needs to exhibit insight into this ebb and flow of elements in the total school program.

At this point, it must be quite clear to the reader that a position such as that of director of activities demands a person with an unusual combination of abilities. He should be well qualified to handle many administrative and supervisory duties.

This person should have broad interests, though obviously he can hardly be expected to be an expert in all fields of the program. He needs to be able, personally, to work well with

different kinds of people: pupils, teachers, sponsors, coaches, administrators, and laymen. Hours on the job are bound to be long and opportunities for service great.

If the position is as important as suggested above, the question might be raised as to probable reasons for its inhibited development. There is a belief, held by some, that student activities are of secondary importance; therefore, activities supervision is thought not to be urgent as long as life, property, and the school's good name are not in danger. Economy-minded individuals hesitate to authorize any position until emergencies headline the need.

Some feel, erroneously, that all sponsors are well qualified for their assignments, or at least they can, without help, pick up, on the job, what little else they need to perform adequately. In some schools certain of the functions of the coordinator of activities are assigned to the athletic director, music supervisor, English department head, student council sponsor, faculty treasurer—to name a few.

Many functions remain unassigned or uncoordinated. Probably, in some instances, it has not been possible to locate a properly qualified person for the post. In any event, without a director the job of coordination of activities still remains to be done. Many activities programs could be improved with centralized supervision and direction.

In American secondary education, too often criticism mounts to great proportions before faults are corrected. Many times teachers are poorly prepared, or totally unprepared, for assuming responsibilities as sponsors of pupil activities, yet some local school officials do not provide adequate helpful supervision for this phase of the teacher's assignment.

The principal finds his time taken up increasingly by administrative duties. The supervision of classroom instruction can be absorbed well by department heads or curriculum coordinators. Activities which are closely related to subject fields, to the formal instructional part of the school program, may be more or less well supervised through regular channels.

Under this pattern, however, there remain dangling many details concerned with the activities program unless someone is asked systematically to supervise these activities. It seems to make sense to place coordination of all matters relating to the pupil-activity program in the

hands of some one official. Often he is called the director of student activities.

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What About The Music Club?

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Musical training received does not make the impulse or emotion that music arouses more sincere. A superior musical vocabulary does not make the emotion more wholesome. They can make the experience of listening to music more comprehensive, and the listener's reaction to it clearer, but an honest impulse which should be taught in clubs is not determined by the trimmings.

Good music may be a soul-filling all to some, and a sheltered, protected, unadulterated goddess to others, but the modern phonograph and the radio and TV have put it on the public menu and children should be taught how to handle it.

It will have to suffer the contamination of having immature children deal with it amateurishly. We do not waive appreciation of music in clubs. But appreciation need not be stereotyped. It need not be accompanied by ever-correct expressions and catalogued responses.

If there is any rule at all in such a club, it is to be honest with yourself. This applies to several unwritten, unemphasized, undecorated objectives which are: (1) To talk about music; (2) To recognize musical selections; (3) To classify and compare music; (4) To be familiar with biographical material; (5) To practice musical etiquette; (6) To defend dislikes.

There is nothing more robotistic and trite than the too attentive music listener who says at the conclusion of a rendition that it was "beautiful" or "lovely" or "swell"! These stock adjectives are used on automobiles. If music has stirred you or has awakened an emotion or has hinted at a moral or thought, such simpering adjectives are a long way from honest expression. We get unorthodox expression from the pupils and like them.

Undue emphasis on the recognition of musical selections ignores the fact that true appreci-

ation does not depend on knowing the title of a composer. But it is a minor achievement and leads to satisfaction and further interest. It pays social dividends, too.

Too many pupils join the appreciation parade without an honest impulse. Appreciation is an individual thing, and the same innumerable factors that go to make a human being an individual also go to make his appreciations variable and selective.

It is wrong to dismiss great music with a sneer. That marks the show-off and attention-seeking type of person. But there are ways of explaining sincere dislikes that allow a masterpiece to stand in your respect, yet a nonfavorite in your choice. Knowledge of these is a social attribute and can be taught in a club activity.

Music can be nourished in the healthy atmosphere of a club. Without rules, without officers, without pedagogy, it is growing rapidly.

"With honors, even though well earned, go responsibilities." Members of an athletic team cooperate with their coach to eliminate an embarrassing situation.

The Track Team Saved the Day

MAY DAY came on Friday in 1914, and this story relates to a May Day prank. Garfield High School opened in the fall of 1912 as the second high school in a city which thought it had grown too big for just one.

Rightly or wrongly, such seniors as wished, who lived in the area of the new school, were permitted to continue on for their last year in the older institution where they were familiar, and most of the leaders in the 1913 class chose to remain where they were. This left a small and relatively unimportant twelfth grade class in Garfield. From the start, therefore, it was pupils in the 1914 class—eleventh graders at the time—who assumed positions of leadership in the student body of the new school.

Among the presumed "responsibilities of leadership" in the newly established institution was that of initiating the traditions which were to "characterize it forevermore." Herman Frey, the son of a meat packer and an able athlete and musician, proposed the idea of instituting the tradition of May Day observance, and the boys of the 1914 class, in their senior year, went along with him. (If it were just a few years later, the whole idea would have been frowned upon as subversive, if not Communistic.)

J. R. SHANNON
Del Mar, California

The first principal at Garfield was an able man. He had organizing genius to such degree that the new school operated from the start without a rumble or a squeak. But he resigned at the end of one year to become superintendent of schools at a sizeable city elsewhere in the state.

His successor, upon assuming control seemed to say to himself, "The first principal here has everything functioning just right. If I don't go around upsetting what he has set up, nobody will know that I am principal now. Therefore, I must start wrecking things." Also, the new principal did not know how to deal with boys who had innocent intentions but who pulled a mild prank.

Herman Frey's idea was that the senior boys celebrate May Day—and institute a new school tradition—by wearing blue overalls, blue chambray shirts, and purple (school colors) silk neckties. One of the senior boys lived only one hundred yards from the schoolhouse, and he bought a whole bolt of purple silk ribbon for the neck decorations. The other boys assembled at this boy's home for their added coloration, and then they all entered the schoolhouse in a body.

While outfitting the boys with their bow ties, this boy, an exceptionally serious-minded youth, urged restraint and orderliness upon his classmates. There was to be no horseplay, rowdiness, or rambunctiousness. Everything was to be as usual except for the garb. Ralph Austin, the class president, and Herman Frey joined in admonishing orderliness. And there was orderliness—completely so.

A wise principal would have paid no attention to the boys' attire—or if any, only to have smiled approvingly. In fact, he could not legally do otherwise in that state, as the courts later ruled in a similar case. Herman, Ralph, and the other boys expected to receive no attention from him.

All were surprised, disappointed, and offended, therefore, when the new principal came tearing out of his office, as he happened to see the boys passing his door near the main entrance. The boys' surprise was intensified by their knowledge that the new principal was ahead of his time in his enthusiastic encouragement of school activities.

The principal was in a rage. Ralph Austin—a man who later became a well-known Protestant clergyman in the upper Mississippi Valley—argued with the principal, but it did no good. The principal ordered the boys home, to change their clothes, and be back in time for their classes. The boys left the building and were gone before most of the student body arrived on the grounds, but they did not return for their morning classes.



The Overall Boys Pose for Picture

Shocked and rankled by the principal's behavior, the boys went off to the Wabash River on a stag picnic. One boy even used a pinhook, worm, piece of string, and sassafras pole to catch a nice carp. The others dangled their feet in the chilly water, swapped yarns, and joshed about "a day in the country." Then at noon they all went back to school.

The day was warm and sunny for May first in Indiana. The recalcitrant boys assembled just off the school premises a half hour before afternoon classes, not knowing—and little caring—what had gone on inside since they left. They soon observed, though, that they had created a bigger uproar than they had intended.

A newspaper photographer had heard about them, and came for a story and a picture. Gestures and countenances of fellow pupils from the schoolhouse windows assured the "labor contingent" that things were seething inside. What they did not know was that all the senior girls and the entire junior class were resolved to walk out if the overall boys were not back in school—still in overalls—for afternoon classes.

No high school principal ever faces so serious a disciplinary problem as a student strike. The Garfield principal probably knew as much, but he was too stubborn to budge. Nobody knows whether he ever realized how near he came to losing his professional neck over the rashness of that morning.

He did not know himself for a few hours what led the senior boys to reenter the building in a body in time to head off catastrophe, and when he saw them coming, he made no move to either stop them or welcome them. In the course of the afternoon, however, he sent around word for the senior boys to meet him in Room 22 after school for a peace parley.

What had brought the boys back? It was the initiative, the wisdom, the personality, and the prestige of Edward E. Hylton, head of the mathematics department and faculty manager of athletics. Without consulting with anybody, Mr. Hylton approached the blue-clad boys modestly, but with self-confidence, and addressed them as follows:

"Boys, let's call it all off. One rash act does not justify a second one; one stubborn streak does not warrant another. I have no authority to say this, but I am confident that if you come back in now—come as you are—everything will be all right.

"Then there is an immediate emergency in the area of my responsibility. If you do not come back—come back right now—we shall have to cancel our track meet with Sullivan tomorrow. The backbone of the track team is in this group. You, Chester, are track captain, our best man in the hundred yard dash, the 220, and the 440.

"You, Herman, are our best hurdler and high jump entry. You, Raymond, are our best miler. You, Chauncey, are our best pole vaulter. You,

Andrew, are our best discus hurler. We can't get along without you fellows. I am not here to coerce you or to beg you, but I wanted to tell you how things stood."

With that, Mr. Hylton turned his back on the boys and walked deliberately to the schoolhouse. Immediately, thereupon, without a caucus among themselves, the overalled boys—almost the overawed boys—followed Mr. Hylton as willingly as the children of Hamelin followed the Pied Piper. If Mr. Hylton had led the boys into the River Weser, they would have followed him there, too.

Further bungling in later years eventually cost the Garfield principal his job anyway, but he was offered a reprieve his first year by the track team.

It's a wonderful thing to do—a get-together to assure mutual acquaintance, promote democratic atmosphere, provide opportunity to discover latent talent.

A Student-Faculty Variety Hour

A STUDENT-FACULTY VARIETY HOUR may enable each class—freshman, sophomore, junior, and senior—to promote better student-faculty relationships and to create a "we-feeling" in the class. In an informal atmosphere the students can become better acquainted with their classmates and with their instructors. The program is geared for laughs. The student may satirize the faculty and laugh at his classroom situations.

The class recruits the talents of their classmates, who emerge as accordionists, pianists, magicians, actors, singers, and dancers. In such a program the students see the faculty as "humans." Obliging, humorous, and sportsmanlike, the faculty are able to establish a rapport with students whom they were unable to meet because of the lack of time or the lack of a mode of contact.

DUTIES AND SUGGESTIONS FOR COMMITTEES

President of the class serves as an ex officio member of the committee.

Chairman

1. He coordinates all committees and assists wherever possible.

2. He keeps all committees well informed of the progress of each committee and of the whole committee.

3. He serves as a liaison with the faculty adviser.

HERMAN A. ESTRIN

Newark College of Engineering
Newark 2, New Jersey

4. He reports all proceedings of the committee to the class.

Publicity Committee (minimum of four members)

1. Members should prepare posters and signs announcing the Variety Hour at least four weeks in advance. The posters should be eye-catching and attractive and include day, date, time, place, and highlights of the show. They should be placed on all bulletin boards, including the one in the Faculty Room.

2. About two weeks in advance contact with the school newspaper should be made so that a write-up of the Variety Hour can be made.

3. Liaison with the Public Relations Office should be made at least two weeks before the event so that the Chairmen of the various committees will receive mention in their local newspapers.

4. Members should prepare notices which can be distributed to the home rooms about a week before the actual date.

Finance Committee

1. The Treasurer of the class should be Chairman of this committee.

2. He should check the estimated cost and

see that the money is readily available at the proper time.

3. The committee should estimate the number of persons who will attend.

Invitation Committee (minimum of five members)

1. The member should send invitations to the usual guest list of the school.

2. These invitations are informal, personal, and hand-written. They are sent to their home addresses.

3. For planning purposes the committee may request an answer to the invitation.

Refreshment Committee (minimum of ten members)

1. The nature of the refreshments may be soda, cider, or punch and such snacks as sandwiches, doughnuts, or cookies.

2. Refreshments are usually after the program.

3. For planning and serving refreshments the committee members may consult the cafeteria supervisor, who has equipment for the making and the serving of coffee, such as cups, saucers, coffee urn, and Lazy Susans.

Program Committee (minimum of ten members)

1. Through the principal's office the chairman should reserve the gymnasium one month in advance of the date.

2. He should also reserve the public address system and the opaque projector for use as a spotlight, if a spotlight is not available.

3. The committee should arrange the entertainment program which consists of talent acts from the class and the faculty, skits of all varieties, community singing, and acts by celebrities and guests.

4. At least two rehearsals of all skits should be held.

5. The committee should prepare the complete program.

SUGGESTIONS FOR ENTERTAINMENT

1. *Faculty Imitations.* Students can improvise a classroom situation and imitate the instructor's mannerisms.

2. *College of Musical Knowledge.* An emcee with some good musical questions can get many laughs from an audience if these questions are humorous and appropriate.

3. *Barber Shop Quartet.* Provide handlebar mustaches and white barber's jackets for four

members of the faculty. Give them two or three old-time favorites to sing.

4. *Truth or Consequences.* Choose a faculty team and a student team. Devise your questions that cannot possibly be answered. Make your consequences action-packed and funny.

5. *Hula-Hula Number.* Boys can dress in Hawaiian costumes and improvise a hula dance.

6. *Magician.* The class may have a magician as one of its members. However, if it does not, one can give a take-off on a magician if he is provided with a capable stooge.

7. *Dramatizing a song.* Have six men—three students and three faculty members—dramatize a song such as "My Heart Cries for You," "Down by the Old Mill Stream," "When You Wore a Tulip," etc.

8. *Student mimics an operatic star or crooner.* Have a student study a record of an opera or of a popular crooner (male or female). The phonograph is placed behind the curtain, and the student in an appropriate costume can move his lips as if he were singing the number. A successful act of this type occurred when three members of the faculty moved their lips to the record of "Oh, Charley" by the Andrew Sisters.

9. *Community Sing.* All male audiences enjoy the singing of such songs as "Let Me Call You Sweetheart," "I Want a Girl Just Like the Girl Who Married Dear Old Dad," "Sweet Violets," "Heart of My Heart," etc. Copies of old favorites can be provided.

Acknowledgments for assistance

This affair requires the efforts and labors of many persons. The chairman should acknowledge the cooperation of each subcommittee.

Evaluation

After the Variety Hour the chairman should request a report from each of his subcommittee chairmen. These reports should include what the subcommittees did and what recommendations and suggestions the chairmen feel should be made so that future classes may benefit by the practical experience of the present report-writing committees.

The chairman should collate these reports and present a comprehensive report of proceedings, recommendations, and findings to the Council. This report should be filed with the Recording Secretary of the Council, and duplicate should be filed in the principal's office.

Copies of scripts, programs, posters, menu, notices, and invitations should be filed in the class record and in the principal's office.

An outstanding medium of public relations is the school newspaper—it should promote community interest, help assure financial support, create good will.

Faculty News in the Student Newspaper

HOW MUCH FACULTY NEWS should the school newspaper print? This is not always an easy question to answer for the school editor. Faculty members do not seek publicity in the school newspaper for things which they have done, unless it involves a student project.

The paper is published for the students, not the faculty, who are outnumbered 20 to 1 or more. Yet, as one looks through school newspapers, high school and college, he is aware that much news about faculty activities finds its way into print.

Some material gets in because the paper must be filled, and the publicity department has conveniently written up a story for a "hand-out" to other newspapers in the area. Knowing that there will be some space to fill up, the editor orders the printer to set up the story. Then, it is placed into the paper where there is a "hole."

Aside from this necessity, however, editors do like to print news about the faculty because the faculty is a part of the school community. Actually, the faculty enjoys prestige far out of proportion to its numbers. Each faculty member is known to a great number of other people on the campus, and what happens to him is news.

If a teacher or professor is awarded an additional degree or receives an honor, the editor "must" include a story about it. This helps the accrediting of the school, and should boost the morale of the school community.

Also, each faculty member is connected with his professional field, an area field, a social field, and he is a member of the community. What happens to him gives the school community an idea of how he stands in each of these positions, and what he is contributing to the growth and welfare of the school.

WHAT IS FACULTY NEWS?

Let the fact be faced that the faculty which does nothing, adds nothing to the worth of the education which a student receives at the school. Classroom work is all well and good. But it can not give the school population the feeling that the faculty is "somebody." Recognized outside work will.

Of most interest to editors should be papers

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which are published or read in professional journals or before professional groups. These are a sure sign that a teacher or professor is advancing in his professional or area field, and that his department in the school is being represented nationally. He is competing on the national level with other people who are doing the same thing in the country. It is assurance that the school is maintaining high educational standards.

Meetings of particular groups, such as economic, historical, scientific, or mathematical, which faculty members attend, should be given particular attention. This shows that such members are keeping abreast in their fields. If a man holds offices in one of these organizations or reads a paper during one of its meetings, it indicates that he is held in esteem by the people in his profession.

Furthermore, from the editor's point of view, something might be said or done at the meeting which seems especially important to the student readers.

At the social level, teachers' activities are mentioned which involve connections with student activities. Editors do not care to cover faculty social activity, itself, unless it is to publish a short notice about a campus party. Even this is not generally done, however.

But, when student affairs are mentioned, and some members of the faculty are involved, notice ought to be given of this fact. Many times, it is difficult to get teachers to chaperon affairs, and students should be aware of those who give time and effort.

COMMUNITY AFFAIRS

Faculty community activity is generally not given space by editors. After all, this is something separate from faculty activity at school. However, there are times when a faculty member has a hand in a very special project. The project is of interest in itself, but the teacher's connection with it adds something extra to the story value of it.

If the faculty member achieves some distinc-

tion in community affairs, this certainly ought to be mentioned. That is, suppose he becomes the bowling champion of the state—this is certainly a distinction. And besides a story, the editor will want to run a picture!

Certainly, if someone becomes the head or assumes the chairmanship of a community cause, a story will be written about the cause and the faculty member's activities. Or, at denominational school, the church activities of the faculty may well be of interest.

Thus, the editor does have a guide to judge what should be printed about the faculty and what should not. Being materialistic is not always a good thing, but let us put faculty activities into dollars-and-cents terms. What will add to the importance and prestige of the school, what will insure the school's giving a better education to the students—these should be the criteria of judgment as to what to print about the faculty and what not to.

A faculty member will never come to the editor for publicity, unless he is working upon a student project. The editor will have to find out where the news is and get it.

Also, the editor should not overlook the fact that students cannot keep up with the activities of the faculty. They are always interested in knowing more about their teachers and what they are doing in public life. Psychologically, it gives them a lift to know that their teachers are active and doing things. It is always better to know that you are working with such a person than with someone who is a "nobody."

A Civic Club Project in World Citizenship

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Adviser

ALEX H. LAZES
Director, School Civic Clubs
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"Once upon a time there lived a man who was a great sailor. He spent most of his time sailing in the great ships across the giant oceans, and there wasn't any land in this wide world that he didn't visit. When he got married and children came to the family, he decided to leave the green-blue oceans and the sea gulls' loud laughter. He left the rocking ships and the splendor of the sunsets far out at sea.



Israeli Delegate Joins in Singing

"He said, 'Now I shall become a story-teller; and through my stories I shall teach my children that the earth is indeed beautiful and all people are one. They speak different languages and have different color skins, and their hair varies in curliness. But everywhere I've been I have found one people. This I shall teach my children.'

"So it was, every evening after homework was done, his children would sit wide-eyed and spellbound as their father sang and danced and told stories. And when they slept they dreamed that they, too, were travelling. For them, he was the greatest of all story-tellers and the world through his stories was held together by silver and golden threads of love.

"This man was my father, and I was one of the children who learned to love all people. Somehow, as I danced before you last week, it was as if I were my father and you my children."

This letter was sent by Pearl Primus, noted American dancer, to members of the Young America Civic Club at P.S. 221 in Brooklyn. Miss Primus was invited to participate in a UNESCO program sponsored by the members of the Civic Club under the guidance of Ernestine Goldstein.

The purpose of this program, which is an annual event, is to present UNESCO gift coupons to countries which have been selected by the boys and girls. This year Israel and Liberia were selected as recipients of the gift coupons.

Members of the Israeli and Liberian delegation were invited to attend the special program prepared by the Civic Club, which included music and dances of the respective countries. Since Pearl Primus had recently returned from a trip to Liberia, she was asked to present some of the dances she brought back with her. Israeli singer

Avshalom Cohen entertained the audience with native songs.

The Young America Civic Club has the distinction of being the first school to launch the UNESCO gift program. The members of this group embarked on this project because they felt that it was not only desirable to learn about the United Nations and its agencies, but also to translate the ideals into action.

These young people learned that you did not have to be a diplomat to help build world peace. They believed that each individual can make a contribution on a small scale.

The United Nations came to life for these boys and girls through contact with people working for this agency. In time this influence radiated out to the parents who were invited to participate in these projects. Parents from countries outside the United States were used as resource people. On occasion luncheons were held to which parents who came from different countries were invited to come and exchange experiences. They were made honorary members of the Civic Club.

The role of the teacher is extremely important in this type of activity. She must have the interest and enthusiasm which eventually is communicated to the children. This type of activity requires creative leadership.

The educational experiences for the children consist of more than fund raising. They learn the culture of the countries for whom they are collecting gift coupons. They learn the national anthems, folk dances, read the literature and history in order to have a richer understanding of the people. The gift coupons help to make the relationship more vital.

A speakers' bureau was organized by the members of the Civic Club to lecture about Liberia and Israel to classes throughout the school. This encouraged discussion about these countries on many grade levels. In a sense, classroom barriers were broken down, since they were all involved in a large unit with a common goal.

Mark Menchak, a representative of the Young America Civic Club, handed the gift coupons to the Israeli and Liberian delegates and said, "Today the UNESCO gift coupons our school has raised will be presented to the representatives of the Liberian and Israeli governments.

"You may ask why are we collecting this money. You may also ask why I, as an American boy, am so interested in helping Liberia. The answer to that question is this. Liberia was

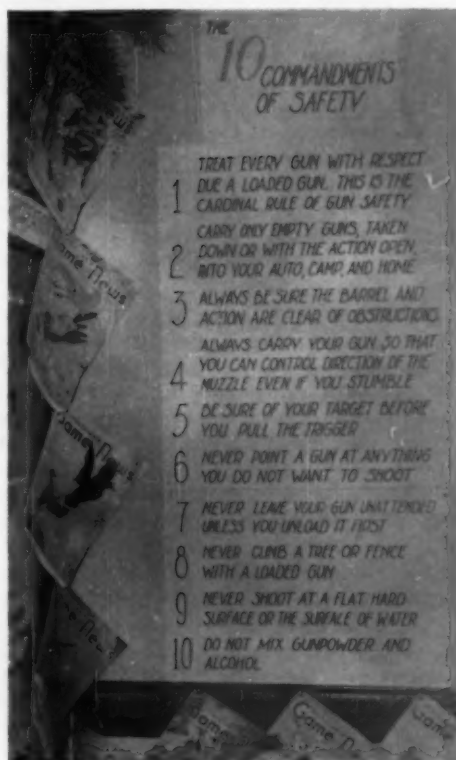
founded by American slaves who wanted to flee the U.S. and be able to live in a land where no man was the master of another. They wanted to raise their children in a place where they would not be judged by the color of their skin.

"When you help other people you get to know them and this eventually starts a friendship which leads to world peace. That is why I as an American boy want so much to help Liberia through the UNESCO Gift Coupon Plan."

The underlying philosophy of the State Department is to build good relations with the rest of the world. Through the UNESCO program pupils are translating this concept into action so that in their small way, they too are helping to strengthen our relations with the world around us.

Practice Safety Habits

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Aliquippa, Pennsylvania



Abetting the Freshman

HAROLD HAINFELD
Roosevelt School
Union City, New Jersey

What happens to the negatives of the pictures that appear in the school yearbook? Before distributing them to staff members or discarding or filing them away after the June yearbook appears, there is one possibility that should be considered by the yearbook adviser and guidance counselor.

The school yearbook is usually an excellent review of the school program. One that is well organized will have pictures of the faculty and administration, class sessions and activities, as well as most of the extracurricular program. Thus, material in the school yearbook could be used as orientation aids for incoming freshman students in high school or college. However, printing costs and budget limitations of the guidance department do not permit the issuing of the yearbook as a handbook to each incoming student.

It is possible, however, to get an excellent visualized orientation program for these students by using the negatives from the yearbook pictures. These negatives can be easily printed into a series of black-and-white slides to show the school program to incoming students. It isn't expensive, either. The project may be a good one for the student photography group or be done by a local photographic dealer or yearbook photographer.

Instead of printing the pictures on photographic paper, as with a snapshot, the negative is used to print a positive on film. This film will look like the snapshot, only it will be a black-and-white transparency. Usual negative size with a press type camera is either $2\frac{1}{4} \times 3$ inches or $3\frac{1}{4} \times 4$ inches. Transparencies from these negatives can be used in the standard-size lantern slide projector, which projects the $3\frac{1}{4} \times 4$ -inch slide.

Positive should be placed between glass wafers to protect the film from finger marks, dust, and scratches. The $2\frac{1}{4} \times 3$ -inch positive will have a half-inch margin where the light from the projector can shine on the screen and interfere with projection. This area should be covered with masking tape. The larger-sized positive can be bound as a slide and is ready for projection.

Should the yearbook pictures be taken with the candid-type camera using 828 Kodak film or 35 mm. film, the negatives can be printed as positives on 35 mm. film. These can be placed in the familiar 2 x 2-inch slide binders and projected with the 2 x 2-inch slide projector or combination filmstrip and slide projector.

There is the possibility of the yearbook pictures being taken with the larger film in a press-type camera, and the school may have only the projector for the smaller 2 x 2-inch slides. Most people know it is possible to enlarge and reduce pictures from the negative. Similarly, it is also possible to reduce on film from a larger negative to a smaller positive. Thus, press-sized negatives can be reduced to 35 mm. film positives. It costs a little more to do so, but is well worth the effort to aid incoming students to become familiar with the high school program.

Costs will vary in different locations for making film positives from yearbook negatives. Prices quoted are from various labs in the New York City area and include:

35 mm. negative to 35 mm. positive	\$.10
$2\frac{1}{4} \times 3$ -inch negative to $2\frac{1}{4} \times 3$ -inch positive	.15
$3\frac{1}{4} \times 4$ -inch negative to $3\frac{1}{4} \times 4$ -inch positive	.18
$2\frac{1}{4} \times 3$ - or $3\frac{1}{4} \times 4$ -inch negative to 35 mm. positive	.20
35 mm. negative to $2\frac{1}{4} \times 3$ -inch positive	.20

Cost of glass wafers and binding material to protect the slides will be about 4¢ for 2 x 2-inch slides and 6¢ each for the $3\frac{1}{4} \times 4$ -inch lantern slides. It is advisable to have all slides the same size to avoid using two projectors during the orientation showing.

This method of orientation seems superior to taking a large group of incoming students on a "Cook's Tour" of the high school. Whenever the tour takes place, classes are interrupted—many of the seasonal activities are not going on. On film, the orientation presentation is smoother and better organized.

During World War II and after, the armed forces used much visual material to orient the new recruit to various phases of the military. The guidance department has an excellent source of projectionable aids for the orientation program in the negatives made from pictures taken for the yearbook and other publications.

The incoming student can get a complete picture of the school program with pictures of the freshman faculty, administration, classes, clubs, plays, athletics, etc. Cost is small and well worth considering for developing a well organized visualized group guidance technique for incoming and prospective students.

A study made by a committee of staff members involves planning for field trips, carrying them out, profiting from them; with suggestions for specific trips.

Organizing and Conducting Field Trips

HAVE YOU EVER TAKEN A GROUP OF CHILDREN ON A FIELD TRIP? A well planned and executed trip is one of the most exciting experiences pupils can have. Each field trip is made up of three essential parts: the pre-planning, the learning experience of the excursion itself, and the reliving and relearning experiences which follow.

Increasing numbers of teachers are discovering that children learn best from first-hand experiences. They may read about steam shovels and ships, but they really never learn to the best advantage until they see these machines in action.

The reading then takes on new meaning for them. Problems in social studies become more real when pupils can be taken into the community to study the industries and occupations in the surrounding area.

Everyone in the group must have a part in the planning, even if the trip is a small one for very young children. The details of planning and the preparation for the trip will depend on the age of the pupils.

A summary report of a few excursions and suggestions for the preparation and follow-up learning experiences is included in this article. It is the hope of the committee that this material will be helpful to those teachers who may be hesitant about going outside the schoolroom in search of information.

The success of any field trip depends on how much thought, preplanning, and organization the teacher has employed before the students ever leave the school. Preparation is the keynote, if the child is to have a pleasant and fruitful learning experience.

Arrangements with Principal. A consultation with the school principal to secure approval for a trip is the first job the teacher undertakes. Transportation facilities and costs may be discussed at this time also.

Arrangements with Officials at Destination. Contact the place to be visited well in advance of the date planned. Secure permission from the persons in charge. Arrange with them convenient times, the number they can accommodate, and the grade level they prefer to handle. Don't forget inquiries about rest room facilities.

Ask if any fees are to be charged, and if so,

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check again with the school principal. To complete definite arrangements, make specific plans with the host as to date, time, and other details. Ask for any special program or the agenda they may wish to have followed.

Parents' Permission. Now obtain written permission for taking the trip from parents. This is often carried out by sending home a note which the parent should sign and return. For a short trip involving no transportation problems, sometimes this step may be omitted, but the omission places upon the teacher the entire responsibility for safety, behavior, and control.

Adult Leaders. Sometimes with large groups, it may be advisable to ask several parents (one for each eight or ten children) to help in managing the trip. These adult leaders should be thoroughly briefed by the teacher in charge. If they can take the tour in advance of the class, teachers and adult leaders will find opportunity to become acquainted with the people guiding the tour and the area to be covered.

If the teacher does use adult leaders, remember they play an important role. Furnish them with a complete list of children in their care. If at all possible, find the opportunity for them to become personally acquainted with their groups before starting out. It is often convenient for the leaders to meet the class at a specified place at the destination.

Transportation. Methods of transportation depend upon distance and practices of particular localities. Frequently, mothers are glad to furnish cars and serve as adult leaders at the same time. Transportation by bus often proves more practical because it keeps the group together and affords the teacher an easier and more unified control of the activities and behavior.

In any event, several precautions to observe are: be sure any private cars used are adequately covered by insurance; map out the route the class intends to take in getting to the destination; most important—stick to it; avoid any un-

planned stops; make sure everyone is familiar with this route; establish check points if the groups are to be separated.

Time Involved. Time-span is important. Budget time carefully. If the excursion is to extend throughout a day, provision for lunch and rest stops must be made in advance. Avoid trying to plan too much for a short time.

Teacher-Pupil Planning. If the student is to gain full benefit from a field trip, he should participate in the planning. As much value may be derived from the planning activities as from the trip itself. This may furnish valuable motivation for library reading, interviews, and other activities appropriate to the grade level.

With the children, establish the main points to be accomplished. Limit these to a few outstanding features.

Behavior. Undesirable student behavior will ruin an excursion. Be sure each one realizes his personal responsibility for courteous behavior and respect for property.

Safety. Great stress should be placed on safety consciousness. Discuss at length with the children the hazards they may encounter and the necessity for obeying all safety rules. When children set up their own rules, they are more certain to obey them.

Final Organization. Plan the agenda carefully with the students. Make sure everyone knows exactly where he is going from the moment he leaves the school until he returns. Organize all procedures, with them, to be used during the trip.

Let organization and careful preparation be your byword in undertaking any excursion.

A field trip may be a preview of a study that is to be made or a review of a unit already completed. In either case, each field trip should be related to a learning process started before and continued after the trip.

The follow-through after the trip is important and yields many varied and interesting correlated activities that the wise teacher will use to further the educational value of the excursion.

Thank You Letters. One of the first items to be considered by the teacher and children upon return from the trip is the writing of thank you letters to the place visited and to any adult leaders who may have helped with the trip.

Behavior and Courtesy Evaluation. Discussion of the behavior of the group (both good and bad), and suggestions from the children themselves as to how their behavior and courtesy

could be improved on their next trip should be an immediate follow-up. This is the time to mention safety rules which were or were not observed by the children.

Display of Materials and Discussion. Pictures, charts, samples, or booklets given to the teacher or children by the place visited may be placed together upon a bulletin board or table. There the children can look at all of them and discuss among themselves and with the teacher the various things they saw and learned. This is an opportune time for the teacher to mention points of interest which he may want to stress.

Vocabulary. New words and their meanings will have been learned from the visit. These words may be written on the blackboard during the above-mentioned discussion so that the child can see how the words are spelled and gain a visual picture of the word.

Reports. Other classes enjoy hearing about the trip made, and it furnishes an excellent opportunity to correlate many activities into the one project. Oral and written reports, panel discussions, and use of the tape recorder are means by which the reports can be given.

Sometimes skits written and produced by the children provide interesting material for a play or radio program to be presented. Articles about the field trip should be written by the students for their school and local papers.

Use of Reference Materials. In several of the activities mentioned need may arise for reference materials, thus giving motivation for using the library. Sometimes completely new units of study result from this reference work.

Art Activities. A field trip often motivates art work of different types. Children enjoy building or reproducing things seen on the trip. Murals also give them an opportunity to express what they have seen.

Arithmetic Concepts. Arithmetic problems concerning the trip and the place visited may arise. This often stimulates interest in mileage, percentage, charts, graphs, and other activities; depending upon the age level of the child.

Careful preparation and a well-planned follow-up for any field trip determines largely the real value gained from such an excursion. To realize the most from the trip and actually make it worth the time and energy spent upon it, well-organized study and activities related to the trip must follow. Let the interests and enthusiasm of the boys and girls be a factor in deciding what some of these activities are to be.

Social, civic, and moral values derived from pupil activities programs include self-realization, human relations, economic efficiency, civic responsibility.

Values of a Pupil Activities Program

THE VALUES OF OUR EDUCATIONAL SYSTEM have been measured and redefined as often as man has changed his philosophy of life, and progressed in discoveries and inventions. The first radical change began with John Locke's emphasis on the importance of the natural general development of the child, and the idea that the child learned from nature, man, and experience, with the former being the major contributing factor.

In the eighteenth century Jean Rousseau's revolt against severe discipline and poor instruction influenced profoundly the philosophy and practice of education. Later, John Dewey's practical application of psychology and sociology to education brought forth the idea that the child is an individual, and his social and economic environment influence his development.

Social crises in the twentieth century led educators to redefine the nature and purposes of education. In defining these new purposes it was stated in the "Cardinal Principles of Secondary Education" and the "Children's Charter" that the child was to be given adequate opportunities to develop his individual capacities in accordance with his needs, interests, and abilities.

These ideas preceded the birth of extracurricular activities. Pupil activities can enrich the curriculum by providing the tool for the adaptive, directive, and corrective training that youth needs. When new emotions begin to sway youth, new ideals as to life begin to be formulated and become fixed; aspirations and visions of the future begin to take firm hold, qualities of leadership emerge, social attitudes and tendencies take definite form, and impulses are put into action, youth needs some media for these expressions. The pupil activities program is the avenue by which these expressions must be nurtured and cultivated.

The outcome will be "The development of rich and many-sided personalities fitted for participation in a social pattern of right living involving high ideals and adequate corresponding knowledge and skills."¹

There has been a growing tendency to devise means of measuring the educational values of the pupil activities program. Studies and analyses

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have been made and in several appraisals a wide range of contributions were noted. The conclusions drawn from these findings indicate that the activities program in the school provides the means for pupils to learn the duties of future adult citizenship.

The specific benefits derived from the pupil activities program can be classified as social, civic, and moral values. Leonard V. Koos used an analysis of educational literature written by administrators to prove that the program has positive educational values. His study was based on forty writings in which social-civic-moral values were mentioned three or more times by thirty-eight of the writers.

Those mentioned most were training in some social-civic-moral relationship, socialization, training for leadership, improved discipline and school spirit, training for social cooperation, actual experience in group life, and training for citizenship in a democracy. The other values listed were training for ethical living, worthy home membership, worth-while friendships, and parliamentary procedure.²

In an appraisal of extracurricular activities published in 1932 by the National Survey of Secondary Education, alumni of a private secondary school, alumni of a public high school, members of three service clubs, and graduate students in educational administration strongly supported the worth of extracurricular activities as educational media.³

In a similar study by J. R. Shannon to determine the relative values of participation in pupil activities in relationship to success in later life, the following conclusions were drawn:⁴

"It seems that whatever it is that is necessary for success in the high school is not the factor that is requisite for success in life. What is required to excel in the extracurricular life of a high school seems to be the same thing that contributes most to success later."

² Leonard V. Koos, *Administering the Secondary School*, p. 131.

³ *Ibid.*, p. 133.

⁴ *Ibid.*, p. 134.

¹ William A. Yeager, *Administration and the Pupil*, p. 17.

This unknown quality and the known values which contribute to the cultural and intellectual growth of pupils are cultivated through the home room, school clubs, and the assembly.

In the home room the pupil acquires such social values as good manners, social ease, social accomplishments, and democratic ideals. His training for social cooperation begins to take on a definite pattern. The home room activities give pupils an opportunity to form right habits of living, thinking, and doing. They help to stimulate interest in the welfare of others and inspire pupils to the realization of higher ideals of life.

The home room is the place where the pupils' interests, problems, and initiative find solution and outlet. By social contact his sympathies are broadened, self-consciousness is overcome; discipline is administered, guidance is given; and leadership and intelligent obedience are developed. The home room teacher serves as head of the "family" and correlates the pupils' activities in the interest of the parent, school, and community.

It is a natural inclination for youth to be active and the need for social recreation becomes evident in the home room. Here is where youth can be guided to constructive channels for social recreation and aesthetic participation. Through skillful direction of supervised entertainment and play the relative values realized are freedom of movement, mental relaxation, and coordination of the mind and body.

Athletic clubs give opportunities for the development of these values as well as fair play and good sportsmanship, which are desirable character traits. Accomplishments in this area can lead to social adjustment and self-confidence. From his participation in social recreation, youth can see his limitations, as well as his potentialities.

With this type of measuring stick he may develop new hobbies and his interest may be channeled into various creative fields. This is particularly true with club groups which are closely related to the curriculum. An example of this would be the Mathematics Club, Biography Club, Fine Arts or History Club.

The pupil activities program can be cited as a force for helping pupils to recognize their interests and abilities. The work of a club can aid in exploring the pupil to himself. Some pupils need the opportunity to follow their own

interests. In many instances when the pupils' chief interests have been in working with ideas, they have found through club experiences that they are also capable of doing skilled work with their hands. Here we see a rich reward in the interpretation of knowledge that was possibly, before, mere words to the pupil.

The opportunity for the pupil to find out the kind of things his native talents enable him to do broadens his aesthetic participation to higher fields of interest. Social experimentation leads to the pupil's making a careful analysis, a genuine evaluation, and critical judgment of his field of interest.

All of the social values derived from the training in social cooperation, social recreation, and the recognition of interests and abilities can be termed as self-realization.

The civic values derived from a pupil activities program are training in leadership, business methods, and citizenship for life in a democratic society. This is an area in which knowledge is not enough; the pupil must have practice.

Practice in the active virtues of citizenship is essential if there is to be a carry-over into adult citizenship. Some of the virtues which lead to an abundant life in a democracy are honesty, dependability, perseverance, loyalty, industry, reverence, respect, cleanliness, self-control, and self-reliance.

Fretwell, in his discussion of pupil participation in government, says that the opportunities for educating pupils in a democracy lie in subject matter, in methods of teaching, in the way the school is organized, and in the whole extra-curricular field; but that the school's greatest opportunity lies in guiding pupils to participate in the organization and direction of the school's extracurricular activities.⁵

A study made by Earle Rugg, dealing with the values received from pupil participation in government, revealed that self-control, self-reliance, initiative, and responsibility are the prime benefits. Through intelligent student leadership, provision is made for pupil expression and better understanding, better spirit and cooperation are established among students.

The knowledge, the attitudes, and the skills necessary for democratic living are gained through club activities and train for worthy citizenship. The Student Council provides a fertile

⁵ Elbert K. Fretwell, *Extracurricular Activities in Secondary Schools*, p. 114.

field for pupils to learn to be citizens with rights, duties, privileges, and obligations. The activities of the Council can stimulate the initiative for wise and capable leadership and intelligent followership.

The necessary procedures for transacting club business teaches in an effective way parliamentary procedure, record keeping, handling of finances, voting, and respect for authority. Co-operative thinking and acting are acquired and civic responsibility becomes a reality in the pupil's school life.

The activities program not only builds its participants in self-realization, economic efficiency, civic responsibility; but also in human relationship. It surrounds the child with an atmosphere for aesthetic appreciation. The assembly program of the school helps him to develop high standards of appreciation in all fields of art, music, and literature. It can increase his appreciation of fine human action and aids in forming intelligent public opinion.

This method of self-expression promotes an integration of the whole life of the school. It promotes a feeling of belonging, of success, of pride in the traditions of the school. The pupil develops definite standards of taste in entertainment and humor through a good assembly program. His conduct conforms to social standards and satisfying results are seen in audience behavior.

This ethical training in school life and the friendly cooperation of working together reveals itself in the home life of the pupil. Home ties are strengthened and through worthy home membership acts of service to the community are engendered.

The social, civic, and moral values derived from the pupil activities program give to the participant self-realization, human relationship, economic efficiency, and civic responsibility. As a result of his experiences with the program he becomes a loyal citizen, a good homemaker, a true friend, and a considerate neighbor.

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Student Teaching— Pain or Pleasure?

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A new student teacher—say in American Problems—comes to your classroom. Do you, or your students, begin to feel sorry for him? Well, you shouldn't. If he has "the stuff" he is in for his biggest adventure to date.

Meant, of course, is (1) intelligence; (2) common sense; and (3) sense of humor. In addition, he will have had a few brushes with history of education, school law, and "methods." He will believe that the United States offers a "one-track" or "single-ladder" with opportunity for all. He will have heard that the Lancaster-Bell—or any other short-cut approaches to quickie erudition—just didn't work. He will have been told that there is no royal road to learning whether it be through mental discipline, the great books, or "progressive education."

Thus, he will be willing to experiment—with himself as the guinea pig. Naturally, he will need your help. So after you have shown him your "system," discussed lesson plans and units, individual differences, and sociometry, let him try his wings.

His work—in all probability—will have its lighter side. High school boys and girls, just a little less inclined to study and a little more alert to loopholes, soon will begin to test his mettle. His sense of humor may become his greatest asset.

This is what happened to a few of my student teachers.

Mr. Webber, teaching ninth-grade social studies, asked his pupils, who rebelled slightly at an examination, which questions they considered unfair. One answer: "Questions 1, 3, and 6 and all the others I missed."

Myers asked his American Problems class to evaluate their classmates and their teacher as well. A student responded, "You're a good teacher, but you talk too much." Myers dropped the idea of introducing the lecture method to his high school classes.

Sometimes assignments bring out unusual and original answers. A junior high English composition student of practice teacher Miss Leonard miscopied "notorious" as "motorious." His definition: "Addicted to automobiles and

the driving of them."

Mr. Strozut, teaching history at North High, adopted a bow tie in the best TV manner with his required business suit. He found himself on the receiving end of a question dealing with values. "Do you believe that the four-in-hand is good or evil?"

Relating student interests to classroom topics is the modern and ever-present goal in teaching. While steering such a discussion, student teacher Bob Howe asked one of his male pupils to name an exotic perfume. "Corral No. 5," the Western-bred youth promptly replied.

There's never a dull moment.

On the more serious side, however, student teachers came to the problems of controversial issues and academic freedom. Myers, in American Problems, had dilemmas tossed into his lap almost immediately. He sized it up this way: "Students, like everyone else, like to test the newcomer or neophyte and see what kind of knots he may be tied into."

Strozut suggested that the new teacher lay a broad foundation before tackling controversial subjects. He thinks that the interests of both the classroom and the community should be considered and that close study of the manners and mores of each be made before starting on any crusade. He feels that—once established as reliable and loyal citizens—teachers will not have to worry about the consequences of presenting both sides of controversial issues when entering the realm of foreign affairs, politics, or religious interpretation.

Mr. Howe argues for the right to "academic freedom" in the classroom. "As an educator I hope to have academic freedom," Howe states. "I believe the teacher should not be forced to say 'Johnny, this cannot be discussed in the classroom.' What then will be Johnny's ideas and dreams of democracy as he approaches the exercise of citizenship and suffrage?"

Wilhelmi was even more positive. "If I can not continue the great search for truth, then I don't want to teach," he said.

Strozut felt that only when the teacher had demonstrated his loyalty in both classroom and community was it time to move toward the discussion of more troublesome issues. "There is less likelihood of being misquoted or having your words taken out of context then," he believes.

Myers—realizing the significance of this problem in a free society—drew up a list of the factors he considered most important for stu-

dent teachers—or for anyone who teaches, for that matter:

1. Treat the situation as you would when approached on the issue by a friend. Be diplomatic. You wouldn't tell your employer that he pays you too much, would you?

2. A little bit of knowledge is a dangerous thing. Give enough information to reveal the answer in as extensive a form as possible. Our system has selling points, so why hide the competition?

3. The teacher must gain the trust and respect of the students to "ebb" any negativistic misinterpretations.

4. State the facts carefully in words of common usage, omitting all double-talk. To do so the teacher must be well versed in the areas.

5. Consider student ages in constructing a barometer for the area or level of discussion. Use common sense!

Pity the *poor student teacher*. Probably "yes," but envy the opportunity for a good one. He has the world to win!

The Importance of Social Organizations, Parties, Meetings

A School Administrator

The social functions in the secondary school are frequently thought of as entertainment activities for the pupils, and nothing more. As such it would be difficult to justify the time and attention which they often receive. Actually, these activities may provide excellent opportunities for the educational growth of the boy and girl in such areas as personality development; skills in music, art, dramatics, and cooking; confidence, poise, and skill in adjusting to various social situations; and wholesome boy-girl relationships.

In many schools, the program of social activities is much too limited and not sufficiently varied to provide the experiences that adolescents need to develop personality, poise, and self-confidence. These activities sometimes consist of two or three evening dances which aren't overlooked by the pupils who are least in need of social development.

There are many opportunities for informal activities which are overlooked, such as parties during the club and home room periods, informal dancing during the noon hour and after

school, and social activities for such special groups as the athletic squads, play casts, and the student council.

The effectiveness of social activities depends to a large extent on the manner in which they are planned and carried on. There should be considerable preparation for pupils for participation in these activities. For instance, there should be discussions of various aspects of the social graces—how to ask a girl for a “date,” courtesies toward one’s “date,” courtesies toward the chaperons, etc.

In the junior high school, some attention might be given to table manners, what to wear, and how to conduct oneself at a party. If there are dancing parties, there should be instruction in social dancing. Few schools, however, provide this preparation for social activities anywhere in the school program. As a result, pupils often have a good time at social functions but make little educational growth from participation in them.

Probably no school exists in which there is a complete absence of social events sponsored for the pupils. Social affairs may be sponsored by clubs, classes, or other organizations within the school. Some are limited to special groups; others are planned for the entire student body. Activities may include picnics, afternoon dances, semiformal evening parties, costume parties, and parties in observance of special days.

The demand on teachers’ time made by school parties is not to be overlooked. Experiments have found that primary teachers spend on the average fifty minutes per week, intermediate grade teachers spend approximately thirty minutes per week, and upper-grade teachers spend somewhat more than an hour a week in planning and supervising social activities.

Participation in parties at school prepares pupils for the social affairs in which they engage both within and outside the school. Excellent opportunities are presented in teaching the common social interests, courtesies, and in developing poise.

School parties also afford beneficial and healthful amusement, a necessity for sound mental health in every student’s life. Parties may and often do motivate school life and school work. In order for parties to be successful and to be of educational value, they must be well planned.

Parties can be carried out most successfully if they are planned under the direction of a social committee which is sponsored by a faculty mem-

ber. The social committee should conduct affairs of general interest and may make suggestions to those in charge of parties for special groups.

For parties to be most successful the social committee should make a study of games and be ready to suggest appropriate ones for the age level in attendance. The committee should also set standards for conducting parties, including: (1) decorations; (2) costs within limits of funds; (3) check-up on the return of material borrowed.

If parties are to be successful, pupils must be taught proper courtesy. This may be carried out in the club, home room, or whatever unit is conducting the party. Assembly programs have been successfully developed to illustrate party conduct.

In the event dancing is to serve as part of the entertainment, opportunity should be provided for those who do not know how to dance to learn either through the physical education classes or in groups which meet specifically for that purpose. If dancing serves as the principal source of entertainment, something else should be provided for those who do not dance, either through games or a program given during the intermission.

Each party should be carefully planned to all its details, including the responsibility for cleaning up after the party and returning equipment that was used. It is desirable to have those in attendance limited to members of the group; in any case attendance should be limited to the school. If parties are held to which alumni are invited, they should be limited to infrequent affairs held when all the alumni are likely to be in the community—for example, during the Christmas holidays.

Senior high school parties are probably and often held in the evening from 8:30 to 11:00 or 11:30. School parties should be held at the school building insofar as possible, although some functions, such as parties and picnics, cannot ordinarily be held on the school grounds. If social affairs are held away from the school, the question of cost, dangers to be encountered, and the like, should be carefully canvassed and discussed with the group.

No party is completed without faculty chaperonage and sponsorship. The sponsor should plan with the group the entire event in the light of the recommendations of the social committee, be present during the entire function and see that the plan is carried through “until the last cup is washed and put away.”

Balancing Publications Budget

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Financing one college publication poses a problem. Balancing the books on two publications elicits twice as much worry. But taking a trial balance on three publications amounts to a Herculean task for any adviser.



Making Plans

Such is the ever-green plight of the faculty adviser of "The Regis Herald," newspaper, "Hemetera," literary magazine, and "The Mount Regis," yearbook, at Regis College, Weston, Massachusetts.

Faced yearly with rising costs of printing and material,

the adviser, who has not even a bowing acquaintance with a blanket fee or a subsidy, has to ponder deeply and to formulate long-range planning. Large subscription lists, solicited in the previous spring, and a generous sprinkling of advertisements float the Regis Herald and steer it from the shoals of destruction, without too much concern.

While every school and college insists upon publishing a newspaper, relatively few sponsor a literary magazine. Since the paper eclipses the magazine by four to one on a national basis, news is easily the more popular and economical medium for a campus. But the magazine offers a challenge to creativity in any college. It provides an outlet for short stories, articles, essays, poems, editorials, and reviews.

As may be conjectured, the subscription list to the magazine is about fifty per cent less than that to the newspaper.

The staff insists upon representative stock for the cover, seventy-pound paper stock for the contents, and art in abundance. The cost of the thirty-two pages symbolizes what the average reader would dub exorbitant wastefulness.

How can this financial hurdle be passed with ease? In the case of Hemetera, twelve-year-old literary magazine, the business manager plans a Hemetera Hop early in October, thereby realizing about \$350 profit. By introducing advertise-

ments and patrons into the magazine recently, another bright cloud appeared on the journalistic horizon.

Perhaps two publications may be controlled simultaneously with ease and satisfaction from a monetary angle. But the yearbook, The Mount Regis, presents that Herculean task previously mentioned.

How can the adviser make the new and inexperienced staff, the business group, and the students aware of the need of one-hundred-per-cent cooperation for their yearbook?

By submitting questionnaires the previous April and screening names of nominees for key positions, the adviser will secure the most cooperative and reliable leaders. Then a long-range plan of activities is outlined for the academic year.

Letters to subscribers, advertisers, and patrons are written in the late spring, but not mailed until September. Faculty members, parents, friends, and benefactors swell the patron list to about one hundred seventy-five.

When classes are resumed, the first social is a kickoff for the yearbook, The Mount Regis Dance, netting about \$400.

Second-semester concentration for the yearbook comes in the form of a traditional Dad-Daughter Night. Letters reach each Dad, asking him to arrive on campus about seven o'clock on a Sunday evening.

He is promised an informal reception with faculty members, followed by an entertainment in the gymnasium, then a talk by a local celebrity, culminating in refreshments before he leaves for home. Anticipated by the fathers of the students yearly, this social increases the yearbook treasury by \$500 to \$600.

With hand-picked staff members, who cooperate in long-range activities, a college newspaper, a magazine, and a yearbook can exist, side by side, in spite of apprehension and insurmountable barriers.



The Paper Is Late Again!

ASSEMBLY PROGRAMS

for May

EVALUATING THE ASSEMBLY

A good program of assemblies requires a continuous process of evaluation. Each assembly should be screened before and evaluated after its presentation. This will eliminate the poor programs and improve the rest.

A good assembly program should conform to the following principles:

1. It should perpetuate the American way of life.
2. It should be educationally justifiable.
3. It should fit into the general curriculum of the school.
4. It should be appropriate and in good taste.
5. It should have value for both participants and audience.
6. It should use students as much as possible.
7. It should be interesting.
8. It should be well timed.

Screening the program can be done by the assembly committee.

In evaluating the programs, the director of assemblies may want the opinions of others, besides the assembly committee. A check-list for faculty members, one for students, and one for participants, may serve this purpose. By evaluating each program, the assembly committee can constantly come closer to realizing its standards for good assemblies.

THE SENIOR CLASS PRESENTATION

The Speech Department has done many things throughout the year to publicize itself. Now comes the time for the senior members of the department and other seniors to present their class play.

This activity usually is one of the outstanding of the graduating exercises and comes early in the spring so as not to inhibit the students in their participation in other final activities which make up their graduation.

In very large schools, it might be desirable to do the play as part of those final activities, but in the smaller school, many times the entire senior class takes some part in the production of the class play. If not all, in some of the average-sized schools, a goodly part of the class works on some part of the production.

There are many "back-stage" workers whose identity and job gets little publicity on a play. It seems we are apt to laud the youthful actors for their presentation, forgetting that their work

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would be a bit flat if it were not for those people who make the production what it is. The assembly which introduces the play is a good place to give proper recognition to these little-heard-of workers.

First we have the business manager, who sees that all bills made are properly handled throughout the office and reported to him. He checks with each member of each committee each week during the entire preparatory stage of the production to see that eligibilities are in, for, of course, a student must keep up his work if he is to take part in this activity.

After all the thrill of the production and hard work is over, it is the duty of the manager to work with the office to settle up the business part of the event.

Next we have all those committees which handle tickets, program making, stage work, costumes, make-up, lights, sound, and any others which may come to your mind and which are not listed here. Each of these jobs must be done on time and without any hitch if the actors on the stage are to do a job which will make their class long remembered.

One hand property not in the proper place, one light flickering at the wrong time, one name misspelled or omitted on the program may be the thing which keeps the whole machine from moving smoothly.

So, for this assembly we need a master of ceremonies whose sincerity will help to give the proper recognition to these "back-stage" workers. He must also be prepared to give a bit of an insight into what the play is.

A little background concerning the play itself, the playwright, or where this play has done well helps to create enthusiasm for the production.

It is always good to select an exciting scene from the play and give a few of the lines, just enough to arouse the curiosity of the audience.

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This type of "preview" is psychologically good, and the cast and production groups enjoy choosing the scene and giving it to the student body.

Outline of Program:

Presentation of the Flag Senior Class Officers Senior Activities—Name the activities which make up graduation.

Presenting the Senior Class Play

Give all dates and other data which should be at hand to make the production well attended.

During this month much is done which reminds the student that this year is closing and another is being planned for. For some, a feeling of nostalgia causes them to relive the years they have enjoyed at their high school. To others it is a welcome sign, seeing all these culminating activities take shape.

Whatever the reaction of the individual, one thing remains for the assembly committee to keep in sight: that is, more well-planned programs, more student representation, more variety in their shows, more complete coverage of the school and its organizations.

ALUMNI ASSEMBLY

The following idea for an assembly program seems somewhat unusual and might be of interest to many schools. The idea could be carried out near the end of the school year and could make use of the experiences of college students who have completed more than part of their freshman year.

Because one school is closely associated with the state university, many of the students feel that they are well acquainted with college life. However, after first-quarter examinations are completed, students often complain about their failure to prepare themselves properly for the university.

Our assembly committee found many of the alumni willing to give the students the benefit of their experience, and six of them were invited to form a panel.

Members of the committee canvassed the student body and prepared a list of basic questions which touched the interest of every age and type of student. Following the discussion of these questions, others were accepted from the floor.

There was a rather critical consideration of the high school subjects and class procedure which had been most helpful in adjusting to college classes.

Other phases of school work which received most attention were activities and finance. The entire question of Greek-letter organizations was omitted for lack of general interest.

As might be expected, the program appealed most strongly to the seniors, but the students in

other classes also found it interesting. The faculty enjoyed watching the students listen attentively to counsel which from them had made little impression.

MUSIC FESTIVAL ASSEMBLY PROGRAM

About the first week in May, schools all over the country hold an annual musical festival. A school with a good music department does not need suggestions for a program of this kind. But in order to be consistent in these articles, a description of an assembly presented in celebration of Music Week is given here.

At one school there are two annual assembly programs based entirely upon music. It has been said that high school pupils do not appreciate "good" music, and that the "long-hair stuff" is definitely taboo.

The manner in which the boys and girls receive these two programs each year disproves this theory. The band assembly and the choir assembly always offer a well-balanced program, the selections of which are not easily forgotten.

At a recent program, the choir began with a catchy tune and applicable lyrics. The curtain opened as 115 voices rendered "It's a Hap-Hap-Happy Day." A senior member of the a cappella choir acted as master of ceremonies.

Following the lighthearted number, the choir sang, in sweet, angelic tones, "Cherubim Song" by Muzicheski-Tkach. This lovely song stems from the Russian school of a cappella literature. A budding student from the junior class sang a baritone solo, the immortal "Sylvia" by Speaks, the American composer.

To round out the program, the group thrilled to the enchanting music of Grieg's "Piano Concerto," and Gershwin's "Rhapsody in Blue." Both of these were played by the talented accompanist of the music group.

The program was then placed in the throats, as it were, of the boys' chorus. The entire auditorium reverberated with the deep intonations of "When Day is Done," and "I Got Shoes." Slowly, as the curtain was drawn, and the strains of the opening number reached the ears, we heard, once again, the song, "It's a Hap-Hap-Happy Day."

The effect of the assembly was obvious. Music soothes the savage beast and calms the high school pupil. For many days after the program, one could hear students humming or whistling a song from the program throughout the halls.

"PARTY PARTNER"

Announcer: Have you ever had the problem of inviting someone to a party? What is the proper thing to do? How do you go about it?

Here is Mary and Jane who are faced with the same problem.

Mary: Have you invited a boy to the party, Jane?

Jane: No, I haven't gotten up the nerve. Besides, whom shall I invite?

Mary: Why don't you ask Ben to the party?

Jane: I thought of him but his manners are terrible.

Mary: What do you mean? I thought he was always very polite?

Jane: Last week when I was going to typing class, he bumped into me and knocked all my books to the floor. All he said was "Accidents will happen." He didn't apologize or even pick up the books.

Mary: I see what you mean. What about Jack?

Jane: Oh, no, don't you remember the Sophomore dinner? He was the first one to sit down, not even waiting for the hostess. When he ate soup, he made noises and dipped toward himself. Everyone was looking at him and you couldn't help hearing him.

Mary: Say, what about that new boy down the street?

Jane: You mean Nelson? Didn't you know what happened at Alice's party?

Mary: I couldn't go.

Jane: He tipped his chair back so far, that he broke the window. Then, he let the dog out, and the poor thing nearly froze. Not only that, but he always wanted to play some other kind of game. I know! I'll invite Dick Manning. He has the nicest manners. But do you think it's proper for a girl to invite a boy?

Mary: Maybe not, unless it's a girl's choice party. I'm glad I got my invitation over.

Jane: How will I go about asking him? He might even refuse.

Mary: Don't worry, he'll go. Invite him right away and stop worrying about it. (Fade out of voices.)

Announcer: Girls are not the only ones who have their problems. Dick and John are discussing their problems also.

John: Isn't it disgusting, the way the girls comb their hair at lunch.

Dick: Well, we boys are just as bad, talking with our mouths full.

John: By the way, Dick, have you been invited to the party?

Dick: No, I haven't. I'm waiting for Jane to ask me.

John: Why don't you call her up, ask for an assignment or something. Then, she'll have a chance to ask you. Talk about the party and how much you'd like to go.

Dick: She might not be home. Or she might be busy.

John: Come on, do it right away. We can call from my house. Here's the number. (Sound of dialing.)

Dick: Hello, Jane? This is Dick Manning. (Pause) Sure, but I don't have the math assignment. (Pause) Oh, page 45, problems 1, 7, 8, and 9. Is that all? (Pause) Sure, I copied those. I mustn't bother you. I hear you're having a party Friday night. (Pause) It sounds swell. I wish I could be there. (Pause) No, she didn't ask me. (Pause) I shall love to come. The whole gang will be there. What time? (Pause) What color dress are you wearing? (Pause) No flowers? Well, a girl always likes candy.

SPECIAL DAYS CALENDAR

September	February
Labor Day	Lincoln's Birthday
Citizenship Day	Washington's Birthday
Constitution Day	Valentine's Day
October	March
Fire Prevention Week	Brotherhood Week
Columbus Day	Negro History Week
John Dewey Day	St. Patrick's Day
UN Day	First Day of Spring
Halloween	April
November	Pan-American Day
Armistice Day	Arbor Day
American Education Week	May
Book Week	May Day
Thanksgiving Day	Child Health Day
December	Horace Mann Day
Christmas	Mother's Day
January	American Day
New Year's Day	Memorial Day

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SOME USEFUL REFERENCES REGARDING ASSEMBLIES

Books

McKown, Harry C.—**ASSEMBLY AND AUDITORIUM ACTIVITIES**. New York: Macmillan, 1931. Departmental programs for high school and junior high; specific plans; many references.

Murray, Josephine, and Effie G. Bathurst—**CREATIVE WAYS FOR CHILDREN'S PROGRAMS**. Silver, Burdett Co., 1939. Goals, techniques and suggestions for elementary programs.

Thompson, Nellie Zetta—**VITALIZED ASSEMBLIES. 200 PROGRAMS FOR ALL OCCASIONS**. New York, E. P. Dutton & Co., 1952. Practical suggestions for planning the year's program, producing student-developed programs, and evaluating assemblies.

Wagner, M. Channing—**ASSEMBLY PROGRAMS**. New York, A. S. Barnes Co., 1930. Organization of programs, types of assemblies, specific programs especially for junior high schools.

Booklets

Adams, Agnes L., et al.—**SHARING EXPERIENCES THROUGH SCHOOL ASSEMBLIES**. Bulletin of the Association for Childhood Education, 1201 Sixteenth St., N.W., Washington, D.C. (35c). Planning assemblies on the elementary level; student-developed programs.

PLANNING BETTER PROGRAMS. Adult Education Association of the U.S. Leadership Pamphlet No. 2. Ways to assess group interests; checklist of program methods; specific program suggestions; sources of program materials. Good for P.T.A. and other community groups.

Periodicals

Dickson, Belle L.—"Use Your Auditorium," **SCHOOL EXECUTIVE**, LXI (January, 1942), 20 - 21. Provides directions for planning assemblies; suggests types of programs; explains learnings that occur in the auditorium.

Evans, Clara—"Elementary School Assemblies," **SOCIAL EDUCATION**, XII, 7 (November, 1949), 39 - 40. Discussion of time element, audience behavior, creative activities, details of planning and evaluation of assembly programs in the elementary school.

Skinner, Theodore—"Suggestions for the High School Assembly," **QUARTERLY JOURNAL OF SPEECH**, 33 (December, 1947), 515 - 20. Speech and the assembly program; the exchange assembly; specific ideas, in categories, for assembly programs.

SCHOOL ACTIVITIES MAGAZINE—"Assembly Programs for" A monthly feature describing possible programs for the coming month. Also, occasional articles.

News Notes and Comments

Good Photography Ideas

The National School Yearbook Association has published an excellent booklet titled "Photo Tips." The various articles are written by people with much experience in their respective fields. The booklet should be especially valuable to photographers, photo editors, editors-in-chief, and publications advisers. The price is 50¢ per copy, 35¢ when a quantity of ten or more are ordered. A note addressed to N.S.Y.A. BOOK-LET, Box 597, Columbia, Missouri, with money enclosed, will bring booklet by return mail.

An Invitation

Do you have thoughts and ideas in the field of extracurricular activities? If you have any ideas and experiences that would be of interest to SCHOOL ACTIVITIES readers, why not send them to us for publication? This includes assembly programs as well as the many other activities.

Old Batons Wanted

During the past few years, Chicago's Major Boothe has received a number of requests for old batons from various children's hospitals. In every case the gracious Major would send out the old sticks he had on hand. "Now," the Major reports, "the requests are still coming in—but I'm all out of batons!" In cooperation with the Major in the wonderful undertaking—we are requesting all twirlers to send in one of their old batons so that future charity requests can be met. If you wish, write your name and address, along with a note of encouragement, on a piece of paper and fasten it to the shaft with string or a rubber band—so the receiver can send you a note of thanks. All batons should be sent to: Batons for Charity, c/o Drum Major Magazine, Box 266, Janesville, Wisconsin.

Educational Publications

The National Aviation Education Council has prepared a number of educational publications. The basic aviation facts are presented in an interesting manner; the material is particularly useful in curriculum enrichment. The enthusiasm for aviation ideas and materials speeds and strengthens the teaching of arithmetic, reading, science, geography, and in most other curriculum fields and activities.

The curriculum on library service is offered to libraries and schools at an annual service fee of \$5.00. This service is the same as is furnished

to members of the National Aviation Education Council. The service offered includes several books that are already in print and others sent during the year at no additional cost.—National Aviation Education Council, Evan Evans, Executive Director, 1025 Connecticut Avenue, N.W., Washington 6, D.C.

Sports Are Paramount

Everyone is urged to observe the **National Sports Festival** in the month of May. This fifth annual celebration is "intended to develop sports and recreation programs designed to encourage participation by individuals in every age group." High schools which provide for **maximum participation** in a wide variety of sports activities are engaging in a fitting observance of the Festival. More information can be secured from the National Sports Festival, 716 Rush Street, Chicago.—N.Y.S.P.H.S.A.A. Spot News

Laud Value of Carnival

Everybody helped to make the Oak Park (Michigan) P.T.S.A. carnival an unqualified success. Principal F. V. Baad said that "the carnival was an excellent activity to bring the parents, teachers, and students together." Part of the proceeds will be used for the scholarship award the unit sponsors for worthy seniors.—National Congress Bulletin

Promote Extracurricular Activities

The Interscholastic League of the Texas schools aims to organize and direct, through the medium of properly supervised and controlled contests, desirable school activities, and thereby assist in preparing the pupils for citizenship. The League believes that such competition provides a means whereby the public schools may inspire talented pupils in the high school to do their best.—Interscholastic Leaguer

Football Tackling Is Rugged

A national survey has shown that 52 per cent of all serious injuries in football are associated with tackling. The study was made through the joint effort of the National Federation of State High School Athletic Associations and the National Junior College football committee.

Data indicated that 28 per cent of all serious injuries were to players tackling an opponent, and 24 per cent to the players being tackled. The position of center was shown to be the safest position. Players in the backfield incur the

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greatest number of injuries, and players on the end of the line, the next greatest.

Questionnaires, answered by 20,000 coaches and officials, showed that their biggest problems this past season were: (1) Too much illegal coaching from the sideline; (2) Illegal use of hands when a player is attempting to block; and (3) Intentional grabbing of the face mask of an opponent.—Georgia Education Journal

Small Schools Sponsor Activities

A questionnaire was mailed to forty-seven small high schools in the State of Montana, according to "Montana Education." Forty of the schools returned the information requested. The section pertinent to the activities program revealed the following activities, with number of schools participating: band, 26; chorus, 23; school paper, 33; yearbook, 26; hot lunch, 36; football, 21; basketball, 39; track, 26; baseball, 18; carnival, 19; prom, 34; dramatics, 37.

Why?

"The other kids do it. Why can't I?" This oft-heard complaint prompted an inquiry into teen-age problems at a meeting of a high school P.T.A. discussion group in Hastings, Michigan. As a result, the 150 parents in attendance re-

solved to cooperate in enforcing some rules: (1) A 10 p.m. curfew for weekday nights, and midnight for Fridays and Saturdays; and (2) Use of the school's parking lot by all student drivers, with no driving at noon or during free periods. Now Hastings parents have an answer to their offspring's pleas: "The others don't do it."—National Congress Bulletin

Teen-agers Coin New Phrases

Hundreds of teen-agers are coining new words and phrases every day. Someone is going to have to write a dictionary just for the teen-age "jive."

Everyone knows what a "square" is—a cat who doesn't dig anything!! And when you "dig" something, you understand it. So, here we have some of the fundamentals of this foreign lingo. When you are "real gone," you are the "mostest"! Someone who is bushed, pooped, or completely out, has "had it."

Whoever thought of calling your father "Dad"? A "Dad" is any male BUT your father! A "wheel" is a big man around school and when the room was simply "crawling," that means everyone and his dog was there! If you are "cracking up," you will never make it. "What planet are you from?" simply means what school or town you are from.—Exchange

School Activities

How We Do It

BUS SAFETY PATROL IS ASSIDUOUS

The administration of Cole R 5 organized a bus monitor system in the fall of 1956. The monitor safety patrol is now in its second year of service. The patrol serves the children and the bus drivers in our eleven-bus transportation system.

Sergeant Kent Barbour (Troop F) Missouri Highway Patrol, in cooperation with our Superintendent William E. Booth, helped organize and instruct the patrol members. Two high school students were appointed to work with each bus driver. Our dismissal time is 3:30 p.m. The monitors are excused from classes at 3:20 p.m. daily. They assist in loading the busses by directing the children to their respective busses in an orderly manner.

Monitors wear AAA badges and belts as symbols of authority. They are equipped with red flags to use in signaling traffic. When a bus stops on the highway, or the shoulder of the highway, the monitor takes position in front of the bus standing on the shoulder of the road. He holds his flag out over the slab to stop the traffic.

This plan is more effective than the mechanical bus signals, as it adds a personal touch of authority in view of the drivers of the oncoming cars. The bus driver has the authority to signal the traffic on or he may tell the monitor to signal the traffic on.

The monitors have been instructed in safety and first aid measures. They understand how to administer the Nielsen method of artificial respiration. They know how to apply tourniquets to stop arterial bleeding. They understand the proper conduct in fire control. They know how to handle traffic in an emergency. The Highway Patrol supplied instruction in traffic control and

Mr. Booth has given instruction in first aid procedure.

On Friday (pay-day) of each month we have a thirty-minute meeting of bus drivers and monitors and the Superintendent in the school lunch room. We serve donuts and coffee and talk over our common problems or listen to Sergeant Barbour give a safety talk. We have watched a few 16mm. safety pictures.

These meetings convene promptly at 3:00 p.m. and are concluded sharply at 3:30 p.m. Drivers and monitors go directly to the busses, load, and roll on their daily assignments. We have twenty-two monitors and twelve assistant monitors. This year three senior girls requested assignment and were accepted. Girls make good monitors.

On Recognition Day near the end of the school term we present safety awards to the members of our safety patrol who have served efficiently. We also present safety certificates to the bus drivers who have served without accidents.

Sergeant Barbour, Highway Patrol Sponsor, is our liaison officer. He is proud of our safety record and the method by which we maintain it. He has recommended it to other schools; some of which have adopted it, and now have it in operation.—William E. Booth, Superintendent, Cole R 5 School, Eugene, Missouri

GYM DECORATIONS FOR ANNUAL PROM

One of the important activities of the DuQuoin Township High School, DuQuoin, Illinois, is the annual Prom. It is really a highlight in the student's school life. A theme involving decorations and appointments that are quite elaborate is followed. They are quite a problem since the only room available is the gymnasium. See picture on cover page of the reigning royalty and a portion of the decorations.

The gymnasium is such that no form of decorations may be attached to the walls. As a result, all decorations used must be suspended from the overhead girders (a distance of 22 feet from the gym floor.)

The junior class prom decoration committee began work many weeks before the actual date of the dance. Cardboard of all sizes and types was used by the class members. Stars of various sizes and styles were cut, by hand, painted with pastel colors and then covered by gold and silver dust. The stars were then attached to threads and stored for future use.



Patrol Members Pose

A couple of days before the dance, the throne was set up at one end of the gym. The stars were then tied to the girders to hang down at different lengths above the heads of the dancers.

Chicken wire measuring 50 feet by 20 feet was hung from the girders on the one completely blank wall of the gym. Designs representing comets, meteors, and other astronomical phenomena were woven into the wire. Lighting was such as to make the wire invisible and the interwoven designs paramount. Concealed lights cast colored beams on the stars, which would move with the various currents.

The class found the majority of the work could be done and stored until the time came actually to go into the gym. Another factor which was helpful and effective with this type decoration was the ability to give the illusion of size. The DuQuoin gymnasium is much too large for a prom the size of the one given. Unfortunately, no other place is available. The decorations of the stars, the use of chicken wire, and other unusual lighting effects cancelled out the actual vastness of the area.—J. E. Thornton, Adviser, "The Magnavox," DuQuoin Township High School, DuQuoin, Illinois.

ANNUAL CHRISTMAS TOY DRIVE

Once a year at Christmas time, the G.O. of Junior High School 60, Bronx, launches a toy welfare drive for the benefit of the children of Lincoln Hospital. Since the G.O. is a collective group of students and officers (a democratic representative group elected by the students) the combined efforts of all made the Toy Drive a concrete reality.

The motivation was provided by the age-old ideal that 'tis more blessed to give than to receive.

The activities that took place revolved around the following problems of the G.O. and student body:

1. Acceptance of responsibility of a welfare drive for the benefit of the community.
2. Discussion and development of true Noel spirit throughout the school.
3. Voting unanimously for the projects.
4. Notification of Lincoln Hospital regarding our plans and their acceptance.
5. Careful planning of the dates for the project: December 2 to 18, this past year.
6. Publicity — school-wide, by the following means:
 - a. G.O. Bulletin Board.
 - b. Special meeting of G.O. class delegates.
 - c. Speaking in all auditorium assemblies by representatives of each year.
7. Establishment of reward system for the three outstanding Toy Donor classes.
 - a. Tangible — Candy (1st prizes in each year).
 - b. Spiritual — Special commendations to each pupil for each toy.
 - c. Citations for classes bringing in second-highest number of toys.
8. Frequent follow-up campaigns to create and sustain competition.
9. Accurate bookkeeping of number of toys brought in.
10. Purchasing of Noel decorative materials.
11. Planning and follow-up of problem of transportation of toys via Lincoln Hospital truck.
12. Presentation of candy and cooky gift boxes made by Home Economics students and given as gifts to hospitalized children.
13. Post Toy Drive Campaign publicity photographing of toys and of G.O. officers.
14. Presentation of trimmed Gift Christmas tree for Lincoln Hospital Children's Ward.
15. Announcement of results of Toy Drive in assemblies. Awarding of rewards to 7th, 8th, and 9th year top classes.

All the work was carried on with remarkable efficiency and with a spirit of generosity and kindness that was unmatched. **OVER ONE THOUSAND TOYS WERE COLLECTED!**—Louise Santos, 9-2, President of G.O., and Rose Marie Adesso, G.O. Adviser, The John Dwyer Junior High School, Bronx, New York

JOURNALISM FAILURES CAN BE SUCCESSFUL

Failures can be successful. This paradox seems to stick in my mind as I evaluate the results of my first year as a high school newspaper adviser.

Supervising the student newspaper in a small or middle sized high school is like the feeling a person gets who is thrown into the deep end of a pool when he has only a little theory in swimming. Who thinks about what movements one

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8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

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makes and in what order they are executed? The main objective is to get back on solid ground.

And that was the situation with me. I had only six hours of news story writing in college. Since I was qualified to teach journalism, sponsoring the paper was one of my duties, as well as being senior English and speech teacher; plus acting as dramatics coach.

The initial shock of beginning the school year was great, but that was nothing compared with what followed. I had the student text in journalism and a couple of my own books to serve as guides when I began paddling for that solid ground. Then came the mistakes and failures. I can see them now.

First, the students wanted to write what they pleased. That resulted in some writing five articles while others turned in one story. That situation was solved by an assignment sheet and allocation of stories for the second issue. At least I was learning.

The second issue was turned in on time, but the students who were responsible for distributing the papers at the last hour Friday slept on the job. Results? Stale newspapers on Monday and numerous student protests. From that time on, the issues were picked up and distributed before the news was "old as the hills." Failure number two became a success.

I was still paddling madly for the shore when failure number three reared its ugly head. On issue number six the amount of copy was short and several students failed to make the deadline. Result? We had about 60 per cent of the necessary material and the remainder of the paper was filler. The backshop man took a picture of our copy in the half-filled chase. What the students saw caused them to be sure that enough copy was on hand for the succeeding issues.

After we passed the first semester mark, I heard mutterings from the student body that the same group of names were appearing issue after issue. This failure was solved by the staff's taking a name count and were they amazed! What the students said was true. After that, we checked the names and recorded them on a series of charts after each issue. A greater variety of names appeared in the issues which followed.

My face really got red on the next failure! A couple of the reporters came back one day from the superintendent's office. He had told them to get out of his office and come back for information for a story when they knew what they were wanting.

Very quickly I gave the class some pointers on interviewing and stressed the cardinal rule to have a prepared list of questions and get the information in a polite manner. I was commended

by the administrator for the change, but I paid a high price of embarrassment.

Journalism is an alternate in subject selection with English IV in our school. I had too many students who had enrolled to escape grammar and literature. I immediately began talking to the better junior students. I succeeded in convincing them that in addition to English IV, journalism would be a valuable additional experience. This year I have a dream of an editor, assistant editor, and copyreader.

These successful failures stick in my mind. I finally made the shore with several creditable issues for the first year.

Now what am I doing? I'm reading books on the school newspaper and I am enrolling in a college clinic-type course in problems related to the publication of a high school newspaper.

Come on in! Be a high school newspaper adviser. The water's fine, but I hope that you know how to swim better than I did.—Charles McLain, 905½ Seventh Street, Pawnee, Oklahoma

ELECTRIC MOTOR CLUB IS FUNCTIONAL

An unique club was organized, by the students, that was closely associated with a course in general science. During the course of a chapter on electricity one of the students brought a small electric motor to school that he had made at home to show his classmates.

The boy described how he had made the motor by wrapping insulated copper wire around a piece of wood (or nail), inserting the nail through a cork, mounting the cork, with its nail (armature), on a glass tube: which was in turn mounted over a nail (acting as bearing), driven partially into a board.

He told the students about the making of the brushes and a contact point, and the need of two field magnets, which are connected to the brushes, and the use of dry cells for energy.

Immediate enthusiasm sprang up in this mixed group and the students decided to organize a club devoted to making electric motors, magnets and turbines. All materials were collected by the students.

The turbines were made by taking a cork stopper and inserting straight pins in a circular fashion around the cork; into the bottom of the

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cork a piece of glass tubing was inserted over a nail (bearing). Steam was produced by boiling water, passing the steam through a hose and through a needle-nosed glass jet upon the pins: thus turning the turbines.

Many other things were made by our club, partially during class time. The girls became so enthusiastic that they suggested and promoted a fair called the "Electric Fair." This project was really a huge success for the class and the other students in school.—Robert Wilson, 12 Bloomfield Terraces, Pontiac, Michigan

STUDENT COUNCIL OVERCOMES MANY OBSTACLES

The fall, 1957, Student Council had its share of accomplishments and problems. The Leadership Training class was put into effect for the first time. In this, the main Student Council purpose was, of course, to accomplish school business but they added other objectives as well: to learn how to make decisions, to learn group behavior, and to gain individual poise.

Student body card sales is one of the first problems set before every fall council. This year 86 per cent of the students bought cards. Sufficient advantages were shown to make this purchase worth while.

The Jamboree posed the first emergency; there were no traditional pompons to sell. The council set up do-it-yourself pompon tables, complete with equipment, at the cost of 15 cents. The Roosevelt section appeared colorful that night as well as the other schools' sections, at a well-behaved, enthusiastic Jamboree.

The Teddy Bear Fair proved to be the biggest single effort, sponsored by the executive group at the suggestion of Mr. Hal York. The purpose was to raise money for new band uniforms. The amount grossed was \$811 and the goal of \$500 clear was reached, to attest to the success of the Fair.

Plans for a handbook, concerning much information of the school, were laid and handed over to the spring Council. This book was made available to student body card holders.

When the student body cards of two athletes were evidently taken, it was brought to the attention of the Council that a method of restoration for lost student body cards would be an asset, and so one was devised.

Campus clean-up is an annual task. A jingle contest was held and an advertising campaign started, besides the regular room clean-up.

An activities calendar was started this year, made by the Art Department and posted in the front hall each month.

An evaluation committee was instigated to

examine the successfulness of Student Council projects. The vice-president and secretary of each class make up the committee.—"Roosevelt Ranger," Roosevelt High School, Portland, Oregon

Among The Books

ORGANIZING A SCHOOL PROJECTIONIST'S CLUB. By C. R. Crakes, Educational Consultant, Deuy Corporation, and edited for use with ABC's of Visual Aids and Projectionist's Manual with his permission. M. O. Publishers, Box 406, State College, Pennsylvania.

This is an excellent booklet, which explains how to organize a Projectionist's Club in the schools. It contains copies of blank forms to be used by the Audio-Visual Director. A: Teacher's Notification Form; and B: School Projectionist Assignment Form.

It also includes a Membership Application Blank and explanation of the School Projectionist's Club of America. It further gives a review of ABC's of Visual Aids and the Projectionist's Manual. This pamphlet should be of great value to Audio-Visual Directors, administrators, Activities Directors.

Comedy Cues

Three Points of View

An Englishman, an Irishman, and an American were flying over the Sahara Desert.

"A beastly place," the Englishman said.

"The devil's home," the Irishman said.

"What a parking lot!" the American said.
—Ex.

A Girl's Cycle

Safety pins, fraternity pins, clothes pins, rolling pins, safety pins.—Ex.

Could Be

A high school class struggling through its first contact with the works of Geoffrey Chaucer was asked by the teacher, "Can anyone tell us whether Chaucer has been translated into other languages?"

A teen-ager rose and commented grimly, "The way it looks to me, he hasn't been translated into English yet."—The Indiana Teacher

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